

**Promotion and Tenure Standards  
Department of Economics<sup>1</sup>**

- I. Preamble
- II. Weighting
- III. Appointment Criteria for Tripartite Faculty
- IV. Appointment Criteria for Bipartite Faculty
- V. Guidelines and Criteria for Tenure and Promotion
  - A. Basis of Evaluation for Tripartite Faculty
    - 1. Academic qualifications
    - 2. Teaching Role
    - 3. Scholarship
    - 4. Service
  - B. Specific Promotion Criteria for Tripartite Faculty
    - 1. Assistant Professor
    - 2. Associate Professor
    - 3. Professor
  - C. Specific Tenure Criteria for Tripartite Faculty
  - D. Basis of Evaluation for Bipartite Faculty
    - 1. Academic qualifications
    - 2. Teaching Role
    - 3. Service
  - E. Specific Promotion Criteria for Bipartite Faculty
    - 1. Lecturer
    - 2. Senior Lecturer
    - 3. Principal Lecturer
  - F. Specific Tenure Criteria for Bipartite Faculty
- VI. Appendices

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<sup>1</sup> Preliminary version approved at a Departmental meeting on October 1, 2008.  
Final version approved by e-mail vote (August 17-20, 2010).

## **I. Preamble**

The purpose of this standards document is to provide guidance to faculty members as they prepare for applications for tenure and/or promotion. Achieving tenure and promotion through the ranks is based on incremental and accumulative growth of a faculty member in his or her scholarship, teaching, and in service. To merit tenure or promotion, faculty members must be prepared to have their performance assessed against increasing expectations for effectiveness in teaching, recognized research, scholarly and creative work, and contributions to service within the university community as well as to the profession (locally, nationally, and internationally).

These departmental guidelines describe the standards and expectations specific to the Department of Economics. These standards and expectations are guided by university policies and Collective Agreement provisions, and by the recognition that TRU is a primarily undergraduate, learner-centered institution.

Although the degree to which particular faculty members will make contributions in each of teaching, scholarship and service may be expected to differ, particularly at different stages in their academic careers, it is the Department's expectation that all members, and particularly tenured members, will over time make substantive contributions in all three areas (tripartite members), and in teaching and service (bipartite members). Appointment, tenure and promotion decisions will be guided by that expectation.

Collaborative efforts in teaching, scholarship and service enhance faculty contributions to the Department and to the University and therefore are to be encouraged. One important implication is that in assessing faculty accomplishments for appointment, promotion and tenure, joint endeavours in each of teaching, scholarship and service should be counted such that the sum of individual contributions is greater than unity.

## **II. Weighting**

Applicants for tenure and promotion may suggest weightings of their relevant categories to be used in evaluating their applications within the parameters of the weightings articulated in this document as approved by their Faculty, School or Division. Applicants must inform their divisional Promotion and Tenure committee of the suggested weighting at the beginning of the adjudication process. Divisional Promotion and Tenure committees must recognize that the balance between teaching/professional role and service for bipartite applicants, and the balance among teaching/professional role, research/scholarship/creative activity and service for tripartite applicants may differ based on individual circumstances and may vary over an individual's career. These weightings represent the balance among the evidence presented and do not necessarily reflect the applicant's workload. Because disciplines may have special requirements, members should engage in collegial decision-making with their departmental colleagues before deciding on the specific weighting of evidence.

The relative weighting of evidence for purposes of promotion should take into account the appointment type of the applicant, bipartite or tripartite. Normally, bipartite faculty applications will be evaluated primarily on their core responsibility, teaching/professional role and to a lesser degree on service. Normally, tripartite faculty applications will be evaluated primarily on their core responsibilities of teaching/professional role as well as research/scholarship/creative activity - with approximately the same weight given to both areas -, and to a lesser degree on service.

However, extraordinary contributions in research/scholarship/creative activity, teaching/professional role or service may compensate for lesser achievement in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility.

Tripartite:

Extraordinary contributions in either

- (a) teaching,
- (b) research, scholarly, or creative activity, or
- (c) service

may compensate for a lesser involvement in another area, provided that there has been a satisfactory level of contribution in all areas.

Bipartite:

Extraordinary contributions in either

- (a) teaching/professional role, or
- (b) service

may compensate for a lesser involvement in the other area, provided that there has been a satisfactory level of contribution in both areas.

### **III. TRU Appointment Criteria for Tripartite Faculty**

#### **Assistant Professor**

- (a) Academic Qualifications: The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline. [NOTE: a master's degree along with three peer reviewed publications would normally be regarded as being equivalent to an earned doctorate.]
- (b) Teaching Role: Show evidence of potential for effectiveness in Teaching.
- (c) Scholarship: Potential for successful engagement in Scholarly Activity within the public realm.
- (d) Service: Commitment to service to the University, Discipline and/or Profession, and where applicable, the community-at-large.

#### **IV. TRU Appointment Criteria for Bipartite Faculty**

##### **Lecturer**

- (a) Academic Qualifications: The normal criterion will be the terminal degree required in the member's discipline, typically an earned doctorate or equivalent qualifications and/or experience, such as professional qualifications or designations in fields where doctorates are not normally available, or where the candidate has accumulated experience judged to be particularly relevant and valuable to a discipline. [NOTE: a master's degree along with three peer reviewed publications would normally be regarded as being equivalent to an earned doctorate.]
- (b) Teaching Role: Show evidence of potential for effectiveness in Teaching.
- (c) Service: Commitment to service to the University, Discipline and/or Profession, and where applicable, the community-at-large.

#### **V. Departmental Guidelines and Criteria for Tenure and Promotion**

##### **A. Basis of Evaluation for Tripartite Faculty**

Members with a tripartite appointment who apply for academic designation, tenure and promotion shall be assessed in each of the following categories:

1. Academic Qualifications
2. Teaching Role
3. Scholarship
4. Service

A requirement for promotion is that the candidate has exceeded the standards of the rank held at the time of application, i.e., someone at the Assistant Professor rank must exceed expectations of the rank in order to be considered for promotion to Associate Professor.

1. Academic Qualifications:  
For promotion to Associate Professor and Professor, the criteria for promotion are identical to the criteria for appointment to Assistant Professor.
2. Teaching Role:  
Candidates for promotion and tenure shall have a record of effective teaching established - at a minimum - through the following measures:
  - student evaluations of faculty performance
  - written observations from peers
  - a sample course syllabus and other instructional materials the candidate wishes to submit
  - teaching dossier as outlined in the Collective Agreement. (see Article 6 (Appendix 1) of the Collective Agreement.)

The following list - while not exhaustive - represents additional types of evidence that can be used to assess teaching in support of Promotion and Tenure:

- course coordination
- new course development and design
- continuing and distance education teaching
- teaching innovations
- development of teaching aids
- guest lecturing
- participation in peer seminars and colloquia
- receives awards or public recognition for teaching excellence and/or innovations
- recognized as a resource person, consultant and mentor in teaching strategies and/or content area of expertise
- making specialized knowledge broadly accessible and usable, e.g., to university learners, to non-specialists in other disciplines, and to the public
- applying discipline-specific knowledge to practical problems in significant or innovative ways. (see references #2 and #7. Also, see Article 6 (Appendix 1) of the collective agreement.)

Elements of scholarly-based teaching that can be used to assess teaching in support of Promotion and Tenure are given in the following non-exhaustive list:

- improving teaching within the Department by collecting and reading the literature on the teaching-learning process and disseminating findings to Departmental peers
- investigating and reflecting on personal teaching practices and the learning of their students, and disseminating 'best' teaching practices to Departmental peers
- integrating instructional materials and placing the teaching-learning process in a larger context
- applying scholarly teaching to curricula design to improve student learning within the discipline, and across disciplines within the University.
- Engagement may also include the integration of technology into teaching, and significant leadership roles with off-campus agencies and organizations. (see reference #7)

**A satisfactory teaching record** required for tenure entails the following:

the candidate's teaching has been evaluated as meeting departmental norms for satisfactory performance. Note: the candidate's teaching profile should include documentation of items from the latter two lists in section V.A.2. immediately above.

**A teaching record that demonstrates evidence of exceeding the required performance standard** entails the following:

the candidate's teaching has been evaluated as meeting departmental norms for substantive performance. Note: the candidate's teaching profile should include documentation of items from the latter two lists in section V.A.2. beyond requirements for satisfactory performance, thereby providing evidence of consistent and expanding involvement with pedagogy-related work.

**An outstanding teaching record** entails the following:

the candidate's teaching has been evaluated as meeting departmental norms for outstanding performance. Note: the candidate's teaching profile should include documentation of a substantial number of items from the latter two lists in section V.A.2. beyond requirements for a teaching record that exceeds the required performance standard, thereby providing evidence of significant additional involvement with pedagogy-related work.

3. Scholarship:

Scholarship is defined as research and scholarly work which is creative and intellectual. Such work can occur through discovery, integration, teaching and learning, or application of knowledge and must be disseminated within the public domain. It follows that the Department's view of scholarship is in accordance with that of Boyer. (see reference #1)

The Economics discipline and the Department of Economics recognize that specialization and exchange in scholarship and publication allow collaborating faculty to be more productive, jointly producing work of superior quantity and quality than would not be possible for the same individuals working in isolation.

The following list of scholarly products - while not exhaustive - represents types of evidence that can be used to assess scholarship in support of Promotion and Tenure:

- refereed journal articles
- scholarly books
- chapters in edited volumes
- monographs
- textbooks
- editorship of a journal
- editorship of a book
- peer-reviewed presentations at conferences
- acting as a reviewer for a journal
- presentations at other universities
- government publications
- on-campus presentations
- book reviews
- citations of published work
- research grants
- receives recognition for excellence in scholarly activity (see reference #2)
- given the Department's inclusive view of scholarship, elements of the scholarship of discovery, the scholarship of integration, and the scholarship of application are to be regarded as being included in the preceding non-exhaustive list of scholarly products

Elements of the scholarship of teaching that can be used to assess scholarship in support of Promotion and Tenure are given in the following - non-exhaustive - list:

- investigating and reflecting on personal teaching practices and the learning of their students, and disseminating 'best' teaching practices to a professional academic audience through book chapters, papers, or other appropriate publications (including

those in electronic format) and papers delivered at professional conferences or meetings

- disseminating results in appropriate journals, such as the Journal of Scholarship of Teaching and Learning; TRU occasional paper series; leading staff development sessions and workshops on and off campus
- case studies for textbooks, web pages, and media products (see reference #7)

**Satisfactory performance in scholarship** required for tenure entails that the candidate for promotion and/or tenure show clear progress toward becoming a mature and productive scholar. Primary evidence of this progress involves a strong beginning evidenced by publishing in refereed journals. Evidence of secondary importance includes other types of scholarly work (see section V.A.3. immediately above). Normally, the required body of work entails a minimum of two articles in peer-reviewed journals, or their equivalent. In the evaluation of scholarly activity, the quality of the work, not the sheer quantity, is of paramount importance. In the case of joint work, the contribution of the candidate must be documented. (see references #4 and #8)

**Consistent accomplishment is demonstrated through substantive performance in scholarship** and ordinarily entails:

(1) publishing in peer-reviewed journals, and (2) other products of scholarly activity (as listed in section V.A.3.). The candidate will have published a body of work over and above the requirement for satisfactory performance. Normally, the required body of work entails a minimum of five articles in peer-reviewed journals, or their equivalent, during their career; thereby reflecting national stature in scholarship. In the evaluation of scholarly activity, the quality of the work, not the sheer quantity, is of paramount importance. In the case of joint work, the contribution of the candidate must be documented. (see reference #8)

**Sustained success is demonstrated through superior performance in scholarship** and ordinarily entails:

(1) sustained productivity in scholarly activity of high quality and significance as measured primarily by publications of articles in peer-reviewed journals; (2) other products of scholarly activity (as listed in section V.A.3); and (3) leadership in scholarly activities in the Department. The candidate will have published a body of work over and above the requirement for substantive performance during their career. Normally, the required body of work entails a minimum of ten articles in peer-reviewed journals, or their equivalent, during their career; thereby reflecting national and international stature in scholarship. In the evaluation of scholarly activity, the quality of the work, not the sheer quantity, is of paramount importance. In the case of joint work, the contribution of the candidate must be documented. (see references #3 and #8)

4. Service:

Service is active participation in the corporate life of the University community, the Member's discipline and/or profession, and in the community-at-large.

The following list - while not exhaustive - represents types of evidence that can be used to assess service in support of Academic Designation, Tenure and Promotion:

- participation in Department meetings and on Departmental committees
- participation on University and Faculty Association committees
- assistance and leadership in departmental administration
- contributions to the intellectual and cultural life of the campus
- contributions to professional or learned societies through participation in local, provincial, national and international organizations and programs related to the Member's discipline
- consulting work
- contributions in a professional capacity to the community-at-large and to cultural, community and service organizations
- supervision of advanced and graduate students, honours and graduate theses, practical internships, directed studies courses, field work and co-op programs
- academic counseling
- faculty advising which may take the form of assisting students in the selection of courses or careers, serving as faculty advisor with student groups, assisting learners in educational programs both on and off campus, and mentoring students
- serving on graduate committees (see reference #6)

**A satisfactory record of service** as required for tenure involves Departmental, institutional, professional and/or community service beyond teaching and research.

**A consistent contribution will demonstrate a substantive record of service** and involves an ongoing record of institutional, professional and/or community service beyond teaching and research. In evaluating service, the Promotion and Tenure Committees shall take into account the quantity and the quality of the candidate's activities, and assesses the candidate's effort, leadership, and the value or importance of his or her service contributions. (see reference #5)

**An outstanding record of service** involves a long-term and noteworthy record of institutional, professional and/or community service beyond teaching and research. In evaluating service, the Promotion and Tenure Committees shall take into account the quantity and the quality of the candidate's activities, and assesses the candidate's effort, leadership, and the value or importance of his or her service contributions. (see reference #5)

## **B. Specific Promotion Criteria for Tripartite Faculty**

### **1. Associate Professor**

#### **(a) Academic Qualifications:**

the criteria for promotion to the rank of Associate Professor is identical to the criteria for appointment to Assistant Professor.

#### **(b) Teaching Role, Scholarship and Service:**

the candidate must document evidence of :

- (1) exceeding the required performance standard in teaching (as described in section V.A.2.).
- (2) consistent accomplishment in scholarship.
- (3) consistent contribution in service.

In accordance with the statement on weighting/flexibility in section II of this document, in deciding whether a candidate for promotion to Associate Professor has met the standard for promotion, both the Promotion & Tenure Committee of the School of Business & Economics and the Senate Promotion & Tenure Committee will recognize that extraordinary contributions in research/scholarship/creative activity, teaching or service may compensate for lesser achievement in one of the areas of core responsibility, as long as there has been a satisfactory level of contribution in all areas of responsibility. For instance, a candidate who has a record of **outstanding performance in teaching**, consistent accomplishment in scholarship, and **satisfactory service** does meet the minimum standard if their record, in its totality, is equivalent to one where a candidate has satisfied (1), (2) and (3) immediately above.

**2. Professor**

(a) Academic Qualifications:

the criteria for promotion to the rank of Professor is identical to the criteria for appointment to Assistant Professor .

(b) Teaching Role, Scholarship and Service:

the candidate must document evidence of:

- (1) sustained success in scholarship.
- (2) outstanding performance in teaching (as described in section V.A.2.).
- (3) outstanding service.

In accordance with the statement on weighting/flexibility in section II of this document, if the record of a candidate for Professor is equivalent, in its totality, to (1), (2) and (3) immediately above, the candidate does meet the minimum standard for promotion. [This presumes that there has been a satisfactory level of contribution in all areas of responsibility. See section V.B.1.(b) for a specific example of weighting/flexibility.]

**C. Specific Tenure Criteria for Tripartite Faculty**

Tenure shall be granted when there is consistent evidence of meeting the required academic performance standard, demonstrated professional growth, and the promise of future development. The criteria for tenure are:

- (a) the candidate must document a satisfactory record as a teacher (as described in section V.A.2.),
- (b) the candidate must document a satisfactory record of scholarship, and
- (c) the candidate must document a satisfactory record of service.

**D. Basis of Evaluation for Bipartite Faculty**

Members with a bipartite appointment who apply for academic designation, tenure and promotion shall be assessed in each of the following categories:

1. Academic Qualifications
2. Teaching Role
3. Service

A requirement for promotion is that the candidate has exceeded the standards of the rank held at the time of application, i.e., someone at the Lecturer rank must exceed expectations of the current rank in order to be considered for promotion to Senior Lecturer.

1. Academic Qualifications:  
For each rank, the criteria for promotion are identical to the criteria for appointment to Lecturer.

2. Teaching role:  
**A satisfactory teaching record** required for tenure entails the following:  
the candidate's teaching has been evaluated as meeting departmental norms for satisfactory performance. Note: the candidate's teaching profile should include documentation of items from the latter two lists in section V.A.2. In particular, the candidate will normally have documented a minimum of two scholarly-based teaching outcomes.

**A teaching record that demonstrates evidence of exceeding the required performance standard** entails the following:  
the candidate's teaching has been evaluated as meeting departmental norms for substantive performance. Note: the candidate's teaching profile should include documentation of items from the latter two lists in section V.A.2. beyond requirements for satisfactory performance, thereby providing evidence of consistent and expanding involvement with pedagogy-related work. In particular, the candidate will normally have documented a minimum of five scholarly-based teaching outcomes.

**An outstanding teaching record** entails the following:  
the candidate's teaching has been evaluated as meeting departmental norms for outstanding performance. Note: the candidate's teaching profile should include documentation of a substantial number of items from the latter two lists in section V.A.2. beyond requirements for a teaching record that exceeds the required performance standard, thereby providing evidence of significant additional involvement with pedagogy-related work. In particular, the candidate will normally have documented a minimum of ten scholarly-based teaching outcomes.

3. Service role:  
see section V.A.4.

## **E. Specific Promotion Criteria for Bipartite Faculty**

1. **Senior Lecturer**  
(a) Academic Qualifications:  
the criteria for promotion to the rank of Senior Lecturer are identical to the criteria for appointment to Lecturer.

- (b) Teaching role and Service:  
the candidate must document evidence of :
- (1) exceeding the required performance standard in teaching (as described in section V.D.2.); the teaching-related work of a Senior Lecturer must be recognized at the provincial level.
  - (2) consistent contribution in service.

In accordance with the statement on weighting/flexibility in section II of this document, in deciding whether a candidate for promotion to Senior Lecturer has met the standard for promotion, both the Promotion & Tenure Committee of the School of Business & Economics and the Senate Promotion & Tenure Committee will recognize that extraordinary contributions in teaching or service may compensate for lesser achievement in the other core area of responsibility, as long as there has been a satisfactory level of contribution in both areas of responsibility. For instance, a candidate who has a record of **outstanding performance in teaching** and **satisfactory service** does meet the minimum standard if their record, in its totality, is equivalent to one where a candidate has satisfied (1) and (2) immediately above.

## 2. Principal Lecturer

- (a) Academic Qualifications:  
the criteria for promotion to the rank of Principal Lecturer are identical to the criteria for appointment to Lecturer.
- (b) Teaching role and Service:  
the candidate must document evidence of:
- (1) outstanding teaching (as described in section V.D.2.); the teaching-related work of a Principal Lecturer must be recognized at the national level.
  - (2) outstanding service.

In accordance with the statement on weighting/flexibility in section II of this document, if the record of a candidate for Principal Lecturer is equivalent, in its totality, to (1) and (2) immediately above, the candidate does meet the minimum standard for promotion. [This presumes that there has been a satisfactory level of contribution in both areas of responsibility. See section V.E.1.(b) for a specific example of weighting/flexibility.]

## F. Specific Tenure Criteria for Bipartite Faculty

Tenure shall be granted when there is consistent evidence of meeting the required academic performance standard, demonstrated professional growth, and the promise of future development. The criteria for tenure are:

- (a) the candidate must document a satisfactory record as a teacher (as described in section V.D.2.), and
- (b) the candidate must document a satisfactory record of service.

## **VI. Appendices**

### **Appendix A: Collective Agreement Articles Relevant to Tenure and Promotion**

#### Article 5 - Appointment of Members

- 5.1.1 Ranks - Tripartite appointments
- 5.1.2 Ranks - Bipartite appointments
- 5.2.1 Tenure-Track Appointment
- 5.2.3.1 Tenure Appointment
- 5.2.3.2 Change in Status from Bipartite or Tripartite Appointment for a Tenured Member

#### Article 6 - Tenure and Promotion of Members

- 6.1 Preamble
- 6.2 Progression to Promotion
- 6.3 Progression to Tenure
- 6.4 Procedures of the Division, Faculty or School Promotion and Tenure Committee
- 6.5 Procedures of the University Council Promotion and Tenure Committee
- 6.6 Action Subsequent to Voting
- 6.6.8 Timeline for Tenure and Promotion Process
- 6.7 Annual Report for Decisions for Tenure and Promotion
- 6.8 University Appeals Committee
- 6.9 University Appeals Committee Procedures
- 6.10 Criteria for Academic Designation, Tenure and Promotion
- 6.10.5 Definitions of Categories
  - 6.10.5.1 Teaching
  - 6.10.5.2 Professional Roles
  - 6.10.5.3 Scholarship
  - 6.10.5.4 Service
- 6.10.6 Granting of Tenure
- 6.10.7 Academic Designation
  - 6.10.7.1 Assistant Professor/Lecturer
  - 6.10.7.2 Associate Professor/Senior Lecturer
  - 6.10.7.3 Professor/Principal Lecturer
- Appdx 1 List of activities to demonstrate required level of competence in teaching

#### Article 10 - Workload

- 10.2 Academic Duties and Responsibilities

#### LoU #20 - Lab Faculty Appointment and Promotion Joint Committee

#### LoU #23 - Transitional Issues

- 2. Tenure
- 3. Rank and Promotion

## Appendix B: References

- #1 Boyer, Ernest L.; *'Scholarship reconsidered: priorities of the professoriate'*; The Carnegie Foundation for the Advancement of Teaching, 1990.
- #2 Washington State University; *'Tenure and Tenure-Track Faculty'*. Accessed at <http://nursing.wsu.edu/facultystaff/employment/tenure.pdf> on 21 May 2008.
- #3 North Dakota State University; *'Department of Agribusiness and Applied Economics: Criteria and Procedures Related to Promotion, Tenure, and Evaluation of Faculty'*. Accessed at <http://www.ext.nodak.edu/~aedept/pdf/PTEJul03.pdf> on 26 May 2008.
- #4 West Virginia University; *'Criteria for Promotion and Tenure'*. Accessed at [http://www.be.wvu.edu/faculty\\_staff/resources\\_downloads/criteria\\_promotion\\_tenure.doc](http://www.be.wvu.edu/faculty_staff/resources_downloads/criteria_promotion_tenure.doc) on 27 May 2008.
- #5 University of Delaware; *'Department of Economics: Tenure and Promotion Procedures and Criteria'*. Accessed at <http://www.udel.edu/provost/Econ%20PT%20revised.doc> on 14 May 2008.
- #6 Oregon State University; *'Faculty Handbook: Criteria for Promotion and Tenure'*. Accessed at <http://oregonstate.edu/facultystaff/handbook/promocri.html> on 14 May 2008.
- #7 Thompson Rivers University; *'Senate Promotion, Tenure and Faculty Standards Committee: Promotion Criteria - Bipartite: Sample'*. 2008.
- #8 University of Saskatchewan; *'Department of Sociology: Categories of Evaluation and Standards of Performance for the Award of Tenure, Promotion, and Special Salary Increases'*. Accessed at <http://artsandscience.usask.ca/college/tenurepromotion/pdf/sociology.pdf> on 2 June 2008.